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ABSTRACT

The Women's Re-Entry to Education Program (WREP) came into being at San Jose City College after the recognition that a large segment of the community's population was underrepresented at the college. That group was composed of unemployed or underemployed women, economically and educationally disadvantaged women, women who were heads of households at or below the poverty level, and women from ethnically and culturally diverse backgrounds. The purposes of the program were the identification and recruitment of the women and the provision of educational opportunities and support services appropriate to their needs. The evaluation report reviews the program goals and objectives as well as those of the participants, the evaluation methodology and findings, and conclusions and recommendations. Some statistical data are included. (MSE)

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WOMEN'S RE-ENTRY TO EDUCATION PROGRAM

(WREP)

PROGRAM YEAR 1974-1975

SAN JOSE CITY COLLEGE
2100 MOORPARK AVENUE
SAN JOSE, CALIFORNIA 95128

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Evaluation

Of The

WOMEN'S RE-ENTRY TO EDUCATION PROGRAM

(WREP)

SAN JOSE CITY COLLEGE

Program Year 1974-1975

Prepared for--

FUND FOR THE IMPROVEMENT
OF POST-SECONDARY EDUCATION
U.S. Department of Health,
Education and Welfare

Prepared by--

Rena T. Chilcott
Fremont, California

August, 1975

"The role an individual is assigned in an environment--what he is permitted to do--is what the individual learns. In other words, the medium itself, i.e., the environment, is the message. 'Message' here means the perceptions you are allowed to build, the attitudes you are enticed to assume, the sensitivities you are encouraged to develop--almost all of the things you learn to see and feel and value. You learn them because your environment is organized in such a way that it permits or encourages or insists that you learn them."

TEACHING AS A SUBVERSIVE ACTIVITY

by Neil Postman and
Charles Weintgartner
New York, DelaCorte Press, 1969

CONTENTS

BACKGROUND 1

PURPOSE 2

PROGRAM GOALS AND OBJECTIVES 2

PARTICIPANT GOALS AND OBJECTIVES 4

METHODOLOGY 5

FINDINGS 6

Identification of Clientele 7
Administration and Planning 8
Community Involvement and Awareness 9
Relations with Other Programs and/or Agencies . . . 10
Student Reactions 11

CONCLUSIONS 14

RECOMMENDATIONS 14

EXHIBIT A 15
Demographic Characteristics of WREP participants

EXHIBIT B 17
Percentage of A, B, and C grades earned by WREP students in a Biolology class, Spring, 1975

EXHIBIT C 18
Examples of the dramatic impact of WREP on typical program participants

EXHIBIT D 21
WREP-WRAP: Facsimile of two issues, Spring, 1975

Evaluation Of The
WOMEN'S RE-ENTRY TO EDUCATION PROGRAM
(WREP)
SAN JOSE CITY COLLEGE
Program Year 1974-1975

Background

The Women's Re-Entry to Education Program (WREP) presently being implemented at San Jose City College, was funded for the Program Years 1973-1976 by the FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, U. S. Department of Health, Education and Welfare.

WREP came into being through the recognition by concerned female faculty members at San Jose City College and other individuals that there were certain segments of the community -- that is, of the potential student population-- which were under-represented in the general student body.

The majority of these under-represented individuals is comprised of women: unemployed and under-employed women; economically and educationally disadvantaged women; women from ethnic and culturally diverse backgrounds; women who are heads of household with incomes at or below poverty levels; and women who had been led or taught to think of themselves as unimportant or irrelevant

within the overall contextual goals of society.

Purpose

The general purpose of the Women's Re-Entry to Education Program (WREP) at San Jose City College was and continues to be (1) the identification and recruitment of these individuals, and (2) the provision of educational opportunties and support services appropriate to their needs.

Program Goals and Objectives

The long range program goals of the WREP are as follows:

1. To provide and maintain a realistic, viable, successful program of post-secondary educational opportunities for economically and/or educationally disadvantaged women in the San Jose Community College District.

2. To maintain a supportive educational atmosphere within WREP that will provide each participant the opportunity to examine options and make mature and appropriate educational and occupational decisions. The program will foster the optimum fulfillment of each individual's capabilities as determined by her experiences, needs and incentives, and support the development of a positive attitude toward education.

3. To maintain positive program visibility within the college community, the local community, and the State and national level through continuous communication effort that expresses the WREP philosophy, the desirability of such a program and the beneficial effects of the program on its participants, the college community and the total community served by the college.

4. To identify and seek new sources of funding for implementation of innovative changes and the augmentation of present program components, and to insure the availability of funds and support services for ongoing program operation.

5. To encourage the college to establish as a District supported program.

6. To maintain a community advisory committee representative of the community being served by WREP to provide input on specific educational needs and suggestions for program change and improvement.

Short range program goals and objectives for each semester remain the same:

1. To identify, recruit and select adult women for WREP based on the following criteria:

   a. Low income
      (1) Fixed income
      (2) Welfare recipient
      (3) Currently unemployable
   b. Limited past educational opportunity
      (1) Interrupted previous education at elementary or secondary level
      (2) High school graduate previously unable to pursue post-secondary education
      (3) Previous unsuccessful college experience
   c. Female head of household
   d. Seeking new directions for occupational and educational goals

2. To provide a program of orientation for all women accepted into WREP that will familiarize each participant with the instructional environment, resources, procedures and policies.

3. To provide an instructional program consisting of a select group of general educational courses representative of a broad range of disciplines which will provide students with an exposure to new ideas, interests, and possible career options, as well as a basic foundation in those areas prerequisite for varied vocational or academic pursuits.

4. To provide a comprehensive program of counseling, guidance and social services which will include the following components:

a. Academic counseling
b. Career planning and occupational counseling
c. Personal and family counseling
d. Social services counseling
e. Child care placement
f. Counseling referral and follow-up service

5. To provide a program of assistance, referrals and follow-up for students in need of financial aid, and to coordinate this support program with the college Financial Aids office and other appropriate agencies.

6. To maintain information on attrition of WREP participants in order to establish attrition trends and causes so that this information can be used to develop new, and alter existing supportive structures to minimize attrition.

Participant Goals and Objectives

Long range goals and objectives for participantsare as follows:

The participants will complete the program and subsequently enter the college mainstream in an occupational or academic program of their choice, or obtain employment that will satisfy their personal goals, and/or return to the home with an enriched ability for positive interaction and communication between self and others, especially in relating to the family, school and community.

Short range participant goals are as follows:

1. Participants will be able to identify and assess changes in self-image by means of personal interviews and conversations with program staff, pre- and post-assessment instruments, seminars, and class interaction during the program.

2. Participants will develop skills to realistically assess personal aspirations, capabilities and educational and occupational goals, and demonstrate evidence of decision-making ability.

3. Participants will be able to assess objectively both academic performance and effectiveness of total program instruction in terms of meeting personal group needs.

4. Participants will be able to maintain a level of academic performance consistent with San Jose City College academic standards.

5. Participants will be able to organize and manage various combinations of homemaker, wife, mother, wage earner and student roles.

6. Participants will develop basic skills as well as personal self-confidence in both verbal and written skills.

7. Participants will be able to deal effectively and positively in situations involving interpersonal relationships, will be of assistance or service to other program participants, and will demonstrate responsibilities to the group as well as to themselves.

8. Participants will demonstrate an awareness of the variety of available college and community services, and basic community issues.

Evaluation of the WREP for the initial program year (1973-1974) included detailed documented evidence that not only short range program goals, but also long range program and participant goals had been initiated and were being satisfactorily completed according to schedule.

Data accumulated during the second program year (1974-1975) indicates that program personnel, as well as students, have developed, and are continuing to develop, increasingly sophisticated methods of accomplishing the stated program goals and objectives.

Methodology

For the initial program year (1973-1974) program evaluation procedures and schedules were developed and approved by FIPSE. Evaluation of program activities for 1974-1975 are therefore based on these evaluation procedures.

An earlier study on disadvantaged occupational education students* indicated that the major problem many colleges experience is proper identification of "disadvantaged" students.

It is therefore evident that for the purposes of the WREP, proper procedures for the identification of its clientele is of paramount importance.

In addition to the data collected through previously approved questionnaires and other assessment instruments, in-depth interviews with supervisory, instructional, and other program staff, as well as with WREP students were conducted by the evaluator.

Findings

Despite the fact that evaluation processes are generally viewed with distaste on the part of those being evaluated, personnel and students in the WREP at San Jose did not appear to suffer from these attitudes.

To the contrary, the evaluator was invited to ask any and all questions, whether or not their relevance was immediately apparent, and to interview any person who, even peripherally, might have any connection with the program.

*A Report on the Evaluation of Occupational Education Programs for the Handicapped and Disadvantaged in Four Community Colleges. Tadlock Associates, Los Altos, California, 1972.

Identification of Clientele

On initial enrollment, program participants exhibited most, if not all, of the following characteristics:

- o Welfare recipient, or low fixed income
- o Head of household, overburdened with dual role of mother and father
- o Child care problems, and limited child care facilities
- o Responsible for children with emotional and/or physical handicaps
- o Resident in inadequate housing
- o Health problems and inadequate medical resources
- o Limited transportation
- o Educationally disadvantaged, school interrupted for diverse reasons
- o Inadequate family support, now and/or in childhood (emotional, financial, and/or other types)
- o No saleable skills
- o Limited communication skills, particularly in standard English
- o Unaware of agencies or persons to call upon in times of crisis
- o Difficulty interacting with "authority" figures
- o Suspicious of bureaucracy and distrustful of agents in school or welfare agencies
- o Afraid to interact with community, little contact with school, or agencies in the immediate neighborhood
- o Fearful of contact with other persons on a one-to-one basis
- o Unbalanced diets

- A feeling of being invisible as a person in her community
- Social and cultural conflicts when interacting with the dominant society
- Frequent feelings of depression
- Psychological blocks, frustrations or uneasiness when interacting with persons who represent the dominant society
- Limited recreational facilities and/or activities
- Limited perceptions of kinds of recreation which she could have such as hobbies, games, and athletic activities

The fact that each semester more than one hundred prospective enrollees are not accepted into the program, but are diverted to regular programs at the College because they do not conform to the selection criteria, or are placed on a waiting list, due to lack of space, indicates that the WREP is, in fact, serving the clientele for which it was designed.

Administration and Planning

All SJCC personnel, certificated and/or classified, are not only aware of the WREP, but appear to be thoroughly familiar with the criteria for participation. Administrators and other personnel associated with the program are fully apprised of funding sources and policies, as well as of program and other planning procedures.

There appears to be a free and easy relationship between the Director and members of her staff. Instructors, as well as students, are not only notified about program planning meetings, but are urged to attend and participate.

Staff and in-service training meetings are conducted on a semi-formal basis, with everyone feeling free to participate. Suggestions for program changes are openly discussed with regard to merit and/or feasibility only, with no value judgements being placed on the source of the suggestions.

In keeping with identified program needs in the 1973-74 evaluation, a peer counseling/peer tutoring unit has been developed, and is an ongoing part of the program. Exhibit B illustrates an outstanding example of the value of this procedure.

Community Involvement and Awareness

Continual efforts are conducted to apprise the student body in particular, and the community in general of the existence of the WREP, and of its goals and objectives.

Representatives of the Commission for the Status of Women, the League of Women Voters, Black Women for Progress, the Santa Clara County Office of Education, the Santa Clara County Board of Education, the National Organization for Women, the Santa Clara County Economic and Social Opportunities Council, the Vocational and Adult Education County Education Department,

the Public Service Careers Office, the Women Leaders in Education, the Alcohol Service Center, and the San Jose Human Relations Council, as well as former WREP students, serve in the capacity of a Community Advisory Board to the WREP.

In addition, presentations are regularly made in Spanish and English on local T.V. and radio stations, as well as to community, educational, housing, and other public and semi-public groups, along with continuing newspaper coverage about the program and program events.

As a result of this intensive activity, not only have inqueries regarding prospective enrollment continued to escalate, but colleges and other educational organizations in California as well as accross the nation have been requesting assistance in setting up similar programs of their own.

Relations with Other Programs and/or Agencies

In keeping with its policy of non-duplication of services wherever possible, WREP has taken advatange of other special services available at San Jose City College. These include the Financial Aids Office, the Study Assistance Center, the Health Services Center, the Growth Center, the Occupational Education Community and Service Office, the Cooperative Learning Program, English as a Second Language, English as a Foreign Language, the Veterans' Benefits Office, etc.

Dr. Lois Callahan, Dean of Occupational Education, San Jose City College, has demonstrated a tremendous interest in the program and the new opportunities it offers for women. In this regard, she has had several meetings with the WREP Director, Ms. Guadalupe Hernandez, to make certain that WREP enrollees are constantly made aware of, and have the opportunity to participate in, all occupational programs and related support services at the College.

In addition, WREP maintains constant liaison with those community agencies serving the same clientele. These particularly include the Santa Clara County Social Services agencies, board and care homes, the Santa Clara Medical Association, the Santa Clara Legal Aid Society, the San Jose Housing Authority, the Elmwood Women's Detention Center, and Project Re-entry (ex-convicts educational programs). This continued communication is essential to program success, as a large portion of the WREP enrollees would not be able to remain in school without concurrent assistance from these agencies.

Student Reactions

Demographic and opinion surveys are conducted each semester of students enrolled in the WREP. As is typical of surveys, regardless of the target population, there is not a 100% response.

Following are responses to the opinion survey of the Spring 1975 enrollees:

Among the 38 respondants who completed the opinion survey, all but two expressed enthusiasm for the program, with responses ranging from "helpful" to "terrific."

Many strongly indicated that the dedication of the WREP staff was the deciding factor in their re-entering school. Other comments included, "the women working for WREP are nice," and "I found it a guiding light and helping hand." The two negative comments were "not liking to be around a bunch of women," and "I thought it was another education machine."

In another section, responses indicated that the most important benefits participants expected to receive from the program were as follows:

	1st Choice	2nd Choice
1. Self improvement	10.5%	26.3%
2. Educational Growth	26.3%	15.7%
3. Change Career Goals	5.2%	5.2%
4. Financial Advancement	10.5%	15.7%
5. Job Retraining/New Skills	15.7%	21.0%
6. Meet new people	10.5%	5.2%
7. Special Program Assistance	15.7%	15.7%

These responses would tend to indicate an independent consciousness and desire on the part of the enrollees to be responsible for their own lives. It also suggests that the motivation for improvement of their circumstances is present, so long as the opportunity to do so is made visible and accessible.

68.4% of the respondants also indicated that the program had affected the way they planned and used their time, describing the changes as an overwhelming need for and sense of time schedules and priority setting. This was also expressed as a need to make a concentrated effort to use time efficiently; that is, to plan and implement mental as well as physical daily activity schedules.

Other significant changes included the developing and/or enhanced feeling of identity and self-worth, and the recognition of their own abilities and capabilities.

With regard to the reactions of husbands/mates to the WREP and to the enrollees' activities and/or changing perceptions of themselves, there were a variety of interesting responses. These ranged from "skeptical, more critical, respects my ability but resents the time, unreasonable, feels left out," to "helpful, listens more, is proud of me."

Conclusions

- The Women's Re-Entry to Education Program (WREP) at San Jose City College is indeed fulfilling its committment to serve that segment of the population for which it was designed.

- "Disadvantaged" women can and will enroll in educational programs, provided these are made visible and accessible, and offer the special supportive services this population needs.

- Contrary to popular belief, a sizeable percentage of women who are presently receiving welfare and other social assistance are highly motivated to become self-supporting, with an eye to upward mobility.

- WREP students are continually being made aware, through individual and group sessions, of their opportunities and capabilities with regard to further education and/or employment potential.

- Students who originally enrolled at San Jose City College under the WREP do not appear to experience feelings of being stigmatized and further removed from the mainstream. To the contrary, following the 1st or 2nd semester, many transfer to other programs as regular full or part-time students.

- Community input, involvement, and awareness with regard to the WREP is more than adequate.

Recommendations

- Continued and expanded refunding of the WREP at San Jose City College, in order to serve a larger number of daytime students.

- Expanded program capabilities so as to include support services for WREP-type students who have indicated a desire to participate, but who are available only on weekends, evenings, or during the summer.

- Exploration of the possibility of expanding the WREP-PREP to include evenings, weekends, and/or summer sessions, in order to serve those potential students who must have extra assistance in order to enroll in the WREP.

EXHIBITS

EXHIBIT A

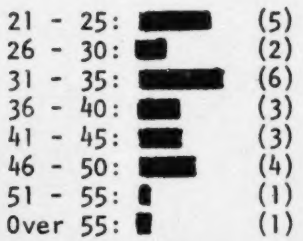
DEMOGRAPHIC CHARACTERISTICS OF WREP PARTICIPANTS

SPRING, 1975

At the end of the Spring Semester, 1975, there were 133 participants in the WREP at San Jose City College. These consisted of thirty-eight (38) new enrollees for the Spring Semester, and ninety-five (95) continuing first and second year students. Additionally, thirteen (13) prospective students were being assisted under the WREP-PREP, an individualized tutorial program for women whose educational skills were substantially below minimum acceptability levels.

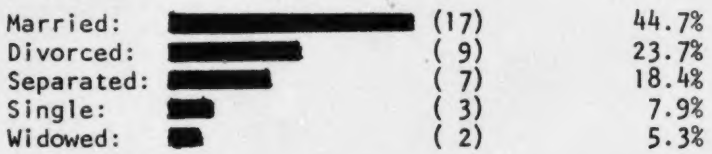
The base population for the following demographic profile consists of the thirty-eight (38) new students. All of the information shown below was extracted from the application forms as completed by the students.

AGE RANGE*



*Only 25 of the 38 participants completed the information requested about their ages.

MARITAL STATUS



ETHNIC BACKGROUND

Black:	(15)	39.5%
White:	(12)	31.6%
Chicano:	(9)	23.5%
Other:*	(2)	5.2%

*One student identified herself as White/Hawaiian, and another as German/Irish/Philipino.

EDUCATIONAL BACKGROUND

8th Grade	(2)	5.3%
9th	(3)	7.9%
10th*	(7)	18.4%
11th**	(9)	23.7%
12th	(14)	36.8%
Some college	(3)	7.9%

*This figure includes two students who completed only the 10th grade, but who had previously attempted college courses.

**This figure includes one student who completed the 11th grade and later received her G.E.D.

NUMBER OF CHILDREN

Children per family	Participants	Total # of Children
0	4	0
1	8	8
2	13	26
3	6	18
4	4	16
5	2	10
6	1	6
	38	84

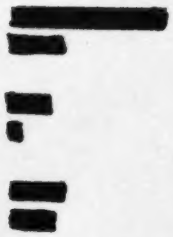
SOCIAL ASSISTANCE

Twenty (20) students, or 52.6% said they were receiving some form of social assistance (Medical, AFDC, General Assistance, ATD, Food Stamps, or Social Security), while eighteen (18) or 47.4% said they were not.

EXHIBIT B

PERCENTAGE OF A, B, AND C GRADES EARNED BY WREP STUDENTS IN ONE BIOLOGY CLASS

SPRING, 1975



A	W*	(11)	73.0%
	R**	(4)	27.0%
B	W*	(3)	75.0%
	R**	(1)	25.0%
C	W*	(4)	66.7%
	R**	(3)	33.3%

* WREP students enrolled in the class.
** Regular students enrolled in the class.

EXHIBIT C

EXAMPLES OF THE DRAMATIC IMPACT OF WREP ON TYPICAL PROGRAM PARTICIPANTS

(Prepared by WREP staff)

A. M-- was very quiet and shy when I first met her. She was recently divorced and was left with two small children. M-- was experiencing hassles from the Welfare Department and found it difficult to make herself understood. However, the welfare worker kept insisting that she could speak English well enough. She was under such a strain that she looked older than her years.

We worked very hard to help her receive financial aid. Her car needed a new battery and tires, and the money from welfare just wouldn't stretch far enough.

M-- began to experience successes in school, and was elated the day she got a B on an English paper. She began to be more outgoing and shared some of the problems she had been experiencing. She would scrape together chage for gasoline, and the trip to school would seem like hundreds of miles because the gas gauge registered so close to empty. She often drove in a car pool to help the other women and to stretch her travel dollar.

She said her relationship with her children has greatly improved. Her younger daughter was enrolled in the campus child care center and enjoyed going to school with mama.

M-- is now encouraging her friends to return to school.

B. Low income housing is far from adequate in San Jose. One woman was living in one of the nicer housing projects, Don de Dios, when she began our program. She told the other women about this project on McLaughlin, and soon we had six to eight women and their families living there.

The women would often get together for study sessions in the evenings, and rap sessions also developed. A mutual support system developed to the point that the women would share rides to and from school, and child care was handled so that one or two women would take care of the children while the others studied. One woman's home in particular became a regular meeting place for the women. Women in the surrounding area began to join the core group.

Even though the project is one of the nicer ones in the area, the maintenance went downhill while the rent was going to be raised. One of

our women organized a rent strike, encouraging others to write letters, picket, and even appear on television. The strike was so well done that the landlord personally came to the units and heard tenant grievances. Immediate work was done on the units, and the rent was not raised.

C. P-- is a mother of two who has a history of working as a clerk in the public school system.

P-- is extremely bright and articulate. However, due to the pressure of attempting to provide care and support for her two children, felt that it was selfish to attempt to secure a college education.

At the time that P-- came to the Women's Re-Entry she was not sure how she was going to manage financially because of her outstanding medical bills, and the medical bills of her children who are both asthmatic and suffer from a host of allergies.

P--, however, was determined to attempt school this year and she has successfully done so, despite all the various visits to the doctors and the hassles with her husband to contribute to the children's support.

She was extremely frightened at the onset, however, continued to maintain a straight "A" average.

She applied for the local television station scholarship for broadcasting students. Although she did not receive the scholarship, she was one of the finalists.

P--'s spirit has increased from the first time she came to see us. She is now seen at various social functions, and her overall view of herself and her abilities has increased a great deal.

Most people who are confronted with P--'s problems, often cannot muster the courage to consider starting, much less to continue, such a project.

D. S-- is one of our WREP students who has been a matron at the San Jose Airport for a number of years. S-- attends school three days per week from 9:00 am to 1:00 pm and then she returns home and begins dinner and then proceeds to work from 3:30 pm to 12:30 am.

Her husband has Parkinson's Disease, and it seems to be degenerating. She has three children in college, and two children remaining in junior high school.

Because the family has limited income due to the husband's illness, S-- realizes that she has to continue working at this pace. She is quite exhausted, but realizes that this is what she has to do.

In the middle of the mid-term exams, S--'s son was seriously injured in an automobile accident. The family was quite upset, as it was not certain if the child was going to live through the surgery.

She managed however, to receive high marks and complete the semester.

Her family attempts to cooperate as much as possible. However, with her husband's failing health, he does require a good deal of attention.

On more than one occasion S-- has wanted to quit. But she feels that she has to continue because she knows that her husband is going to die, and she needs sufficient education in order to pursue employment that will make her self-sufficient.

EXHIBIT D

WREP-RAP: FACSIMILE OF TWO ISSUES

SPRING, 1975

Biographical Note:

Rose White, WREP-RAP Editor, San Jose City College, is a part-time WREP student.

Previous to joining the program, Ms. White had worked for a number of years as a secretary in one of the larger manufacturing plants in the San Jose area, but began to experience overwhelming feelings of frustration because her job offered no opportunity for advancement.

Divorced, and the mother of four (4) minor children, Ms. White enrolled in the WREP as a means of acquiring new skills, in keeping with her changed career objectives.

In order to remain self-supporting while she attended college, Ms. White accepted a part-time position as an Office Aide with the WREP. Shortly thereafter she took over the additional duties of writing and editing WREP-RAP, becoming thereby the third, in a succession of WREP students, to assume this chore.

In addition to working and attending college, Ms. White is the President of the local chapter of Parents Without Partners, whose newspaper she also writes and edits.

Additionally, Ms. White is a straight "A" student.

VOLUME 4, NUMBER 1
February 3, 1975

San Jose City College
Rose White, Editor

****

WELCOME to the fourth semester of the Women's Re-entry to Education Program. For those of you who are confused and full of initial fears -- we assure you, they will go away. Remember, we're here to help you make it! We're as excited to have you here as you are to be here. Call on any of us if you have difficulties. This edition of WREP's newspaper, which is 'published' weekly, will answer some common questions new students have, and hopefully explain some of the basic procedure. In the future, WREP-RAP will come to you on Wednesdays.

****

We'd like to introduce you to the people you have met so far, and will be meeting in the near future. First, the WREP staff:

Our Program Director, Guadalupe Hernandez

She herself is a re-entering woman, and this is how she explains it:

"I was 33, alone with six children, and had been alone seven years as a single parent, when I decided to re-evaluate my current and future options in life. I became very emotional and depressed (even hysterical) when all I could think of was remarriage or a dead-end job as a typist clerk. Many years later, I realized I had been 'well done" in my socialization to seek lifetime fulfillment through being a wife and good mother, and never had there been encouragement by anyone in the home or outside institutions to consider that a good career could compliment and relate to my lifestyle, and not be a conflicting problem within my life." Guadalupe put herself through school and now has a Master's Degree.

****

Bobbie Kawazoe, our Counselor

"I entered San Jose State in the Fall of 1969 as a 30 year old Freshman. This was after long deliberation with myself and my family. I had $60.00 and two suitcases, but was determined to get a degree. I had a dream of teaching school since I was about eight years old. No one in my family had ever gone to college before, and I was

(continued next column)

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determined. I can still remember the day in the Gym at San Jose State with about 10,000 students all milling around, the last day of registration with no classes left for freshmen, crying hysterically, asking myself, "why am I here?". I knew why I was there, but I couldn't stop crying, because I was deathly afraid. I didn't know anything or where to go to seek help. I knew the situation could be brought under control if I could only stop crying. Since that ugly day in 1969, I have completed a B.A. with a double major in Speech/Communications and Black Studies (June 1972), and an M.A. in Education (June 1973), and will complete a thesis for an M.A. in Speech/Communications (June 1975).

I really enjoy my job as Counselor to the WREP Program, hopefully that day at San Jose State won't be repeated, or at least some of the anxiety eliminated by the services I attempt to give."

You've come a long way, baby, since that ugly day in 1969!

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Our Social Services Coordinator, Jean Lopez

Jean also is a re-entering woman, and now a junior at San Jose State, with a major in Behavioral Science. As a single parent for over five years, she is still learning how to juggle work, home, school and some kind of private social life. She was on Welfare, and remembers too well how that goes! Future plans include studying and living in Mexico with her child.

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Gloria Broman, our WREP Secretary

Gloria is a second-generation re-entering woman, currently attending San Jose City College as an English major. She hopes to transfer to UC Berkeley in the Fall. Her mother went back to school 15 years ago, starting with one class at Pasadena City College, and received her degree and teaching credential this month. Gloria says, "with her as a role model, I know I can make it.

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WREP RAP
Rose White, Editor
San Jose City College

Here are some interesting books for you to pick up when you have some free reading time:

Surfacing by Margaret Atwood
Any woman who grew up in a small town will particularly enjoy this book.

The Female Man and Left Hand of Darkness
These are two feminist science-fiction thrillers.

Call the Awakening Bookstore, or better yet, drop by there for your copies.

SCHOLARSHIP INFORMATION

The Clairol Loving Care Scholarship Program has helped countless women through school. They have announced two major changes in the program concerning qualifications of woman applicants:

1. The age requirement has been lowered from 35 to 30.

2. The scholarships will be available to women in vocational training, two and four year college programs, and graduate work at the Master's level.

If you are interested in applying, please contact the BPW Foundation:

Business & Professional Women's Foundation
2012 Massachusetts Avenue
NW Washington, DC 20236

Want to call them? (202) 293-1200.

WOMEN...A COLLECTIVE EXPERIENCE THROUGH FILM

Monday nights at 7:30 p.m., April 14 through 28 and May 5. This is at San Jose State, in the Morris Dailey Auditorium. Admission is 50¢ - - sure can't beat that price! For more information, contact the Women's Center at 294-7265

Ever heard of radio station KPFA? This is a listener-supported station which has a variety in programming. Recently they interviewed some women from Portugal, where women's liberation is "behind closed doors". Any activity to give the woman rights or status in that country is evidently not tolerated. The woman interviewed was anxious society (sounds like us), and would appreciate any kind of moral support.

This could be in the form of letters, books, etc. - - anything to encourage the woman's emergence - - relating personal experiences and the like. If you are interested, the person to contact is:

Madelina Barbasa
Ave. Sidoniopais 2854
Lisbon, Portugal

FUND RAISER

On May 3rd, the "Sweet Chariot", an all-woman band, will be playing for a benefit at Stanford University. The donation is $2, and the purpose is to pay off the debts of the Palo Alto Women's Bookstore.

Call the Awakening Bookstore for further details.

From OPEN LINE.....

Having trouble finding that book you need to complete your term paper? Confused by the card catalog? Puzzled by the periodical indexes? Resigned in the face of the reserve system? Don't give up--help is coming! Members of the staff will conduct tours of the library the next two weeks and help you solve some of these problems.

Tours are April 21, 22, 23, 28, 29, 30

Times are 8 a.m., 8:30 a.m., 1:30 and 2 p.m.

To join a tour, simply be in the library lobby at the hour of your choosing.

That's not all; there's still some instrutors we'd like to introduce you to:

Jeanne Gobalet - Sociology
She is in her eighth year of teaching Sociology at SJCC. She was educated at Stanford and continues learning through educational travel all over the world. SHe enjoys teaching WREP Sociology 10, and has developed this year. ALso is teaching Sociology 10 in the WIT Program Spring semester. Her office is in X-07. SHe likes to cook and take slides.

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Anne Heffley-English
Anne has a background of graduate work at UC Berkeley, as an extension student at the University of Zurich, and attendance at the Jung Institute. This is Anne's 13th year of teaching at City College, and her first year as Head of the English Department. Fall 1974 was Anne's first experience teaching WREP English, and she says it was an absolute delight. She and Faye Bremond of the Biology Department have developed an experimental course, "Literary and Scientific Exploration of Sexism and Racism," to be offered this semester. She enjoys music, cooking and traveling.

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Linda Janowitz - Health

Linda is in training to be a sex therapist, and learning to work with women who have sexual problems. She teaches in a variety of places, including Adult Education and private groups. She is also concerned with communication skills regarding sexuality and personal relationships, and in helping women become more comfortable with themselves. Linda is also into exploring the whole whole area of touching; the need of people for touching in non-sexual and non-threatening ways.

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In a future edition of WREP RAP, we will introduce you to Marti Kendall, Linda Norris, Barclay Wheeler and Sharon Antonelli.

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If you change your address or phone number, please let us know in writing.

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WEDNESDAY (today) a woman correspondent will speak at 12 noon in Room D-101. Sounds interesting - try to attend!

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Applications for the BANK OF AMERICA SCHOLARSHIP are available in Room 209. The deadline is February 12, 1975, and you must have an overall 3.0 GPA (grade point average). You also must have completed 36 units to qualify. ($2,000 is available overall).

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TUTORING INFORMATION

Tutoring is available at 8:30 a.m. on Tuesdays and Thursdays. If this is inconvenient, come into the WREP office to make arrangements for another time.

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WREP RAP is YOUR weekly newsletter. If you have some item you wish to share, bring the information to the WREP office. We have what we call a WREP RAP box, which is on the table in the corner - in the lobby. Questions, comments, suggestions, or items of interest to you that you would like to share are all encouraged.

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THE SISTER PROGRAM - what's that? read on, read on. During the first week of school, a Sister List will be formed and duplicated. The groups of 2-3 women within the program are so that you can help each other, be concerned about one another, encourage each other, help with assignments, etc., just offer general support.

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A REMINDER; attendance is crucial to succeeding in college. If you must miss a class, call the office so we can let the instructor know. Call a Sister to get the assignment. If you know in advance, let the instructors know.

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For those needing an emergency ride, one is always available via the WREP office.

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LOOKING FOR an exciting learning opportunity? Does conventional classroom learning leave something to be desired? There will be an opportunity for dedicated women, with some experience or interest in the health, education or psychology fields, to work on a one-to-one basis with head injury patients from S.C. Valley Medical Center. Credit may be obtained through SJCC by asking approval from your department chairperson and the Dean of Vocational Education, Dr. Lois Callahan, under the auspices of Interdepartmental Studies #98.

Training for this work will be provided by the Valley Medical Rehabilitation Staff. This will include observation and interaction with physical therapists, occupational therapists, doctors, nurses, vocational counselors and social workers. A tour of the head injury unit will also be provided. On-going training of volunteers will be conducted during the final hour of each day's session with the patients. The class in survival and re-orientation into the community for the brain-injured patients will be offered on Mondays and Thursdays from 10 to 2 p.m. The hour of 2-3 p.m. has been set aside for volunteer training.* The class will be offered at the Methodist Church near Valley Medical Hospital, with the cooperation of Adult Education. Interested persons may contact Kathy Archambeau at 275-6399 or Dorothy Goble at 998-6350 before January 30th.

*Hours for volunteering may be arranged within this time period. It is only asked that volunteers be consistent in their donation of time.

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WHAT IS GROUP IV WREP?

All women who entered the Program the first semester of 1973 are considered Group I women. A Group II woman is one who entered in Spring 1974. Group III entered Fall 1974, and our Group IV women entered SJCC Spring 1975. This includes the women who come on Tuesday and Thursday, or take Biology, History and Parent Development. Confusing? Just remember what time you came into the program determines which group you are.

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LIBRARY CARDS

How do you get your library card? It's a simple process. Take your Health Card (the one you received at Registration) or Student Body card to the library to make an application. It takes only a couple of minutes.

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The CITY COLLEGE TIMES is usually published on Fridays, and can be found on campus in the blue boxes labeled "Times."

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BEOG APPLICATIONS

Have you completed the BEOG Financial Aids form? If you have not attended college before June 1973, you may be eligible to receive a small grant (who knows - you may be eligible - complete the form and find out.) BEOG takes about six (6) weeks to process. Applications are in the WREP office and the Financial Aids office.

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MARITAL CRISIS PROGRAM

This is for couples whose marriages are in crisis (no distinction is made between marriage and living together arrangements), or people who want a more satisfying relationship. THE SJCC Growth Center presents an on-going 6-week program for 1/2 unit of credit. This includes marital expectations and disappointment, communication skills, conflict and fighting, sexuality, effective parenting, creative divorce.

The Marital Crisis Program is an innovative pilot program integrating theory education group discussion and individual laboratory for couples in the SJCC district. At the conclusion of the 6-week program, referrals for therapy or needed community services will be made.

This is on Saturday mornings from 9 to 12, for any 6 consecutive weeks during the semester. It will be held at the Growth Center, Student Health Services, Room 308. Further information may be obtained by calling 298-2181 x-343 or 344.

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